



ARIZONA DEPARTMENT OF EDUCATION
Tom Horne, Superintendent of Public Instruction

LOCAL DIRECTORS MEETING

EVIT

February 15, 2005

Welcome

Milton D. Ericksen

ADE Announcements and Recognitions

Milton D. Ericksen

ACOVA Update

Tony Maldonado

ACTE Update

Pam Ferguson

Strategies for Academic Success

Administrative Panel

**2005 Performance Measures On-Line
System: New Features**

Marilee Johnson

CTE Delivery System

CTE Advisory Committee

AZ High School Renewal Initiative

Karen Butterfield

BREAK

30 Minute Rotation (Choose 3 of 4)

Rotation Schedule:

1st 10:00am to 10:25am

2nd 10:30am to 10:55am

3rd 11:00am to 11:25am

1. Strategies for Academic Success

Administrative Panel

2. AZ High School Renewal Initiative

Karen Butterfield

3. CTE Delivery System

CTE Advisory Committee

**4. 2005 Performance Measures On-Line
System: New Features**

Marilee Johnson



Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

Career and Technical Education Unit Professional Development Office

Online Technical Assistance and
CTE Basic Grant and Data Reporting

Saturday, July 16, 2005

For more information contact:
Career and Technical Education Unit
Accountability Program Improvement Team

Joanne Courville
State Professional Development Specialist
(602) 542-5357
jcourvi@ade.az.gov

Penny Legge
Accountability Specialist
(602) 364-2470
plegge@ade.az.gov



PUT ON YOUR BOOTS AND COWBOY UP!

It's time for our annual round-up for the
Pre-Conference Data Workshop and we are
invitin' y'all to attend!

It promises to be a full day of training for those
responsible for Secondary CTE Basic Grant
Application; enrollment reporting; concentrator
and placement reporting; accessing performance
results; and Grants Management Enterprise
System fiscal issues.

It will be a full day of hands-on training in the
computer lab and classroom, where you can
practice moving around in the CTE website,
producing reports, and submitting data
electronically.

Seating is limited, reserve your saddle early.

Where: Loews Ventana Canyon Resort

When: Saturday, July 16, 2005



The registration fee of \$65 includes a Continental Breakfast, lunch,
an afternoon snack, all materials and door prizes!

IMPORTANT: In order to work on your Basic Grant application, you must know your district's ADE Common Log On. If your district has not appointed you an authorized signer on the General Statement of Assurances for FY 2006, please request that they grant you "Capture Status". Please contact Nancy Ryan-Schmidt with questions at 602-542-3839.

I have been a Local Director over ten years and I felt this session really helped me better understand the requirements for Local Directors. I appreciated the time spent going over the various reports and the atmosphere of fun but still getting the job done. It was one of the best I have ever attended...

Mollie Carlin, Ft. Thomas Unified School District



The Technical Assistance workshop was most helpful and answered many questions. Much information was shared in an informative and FUN manner. We learned a lot and the time passed very quickly. There is so much to learn about completing the various reports and the notebook is a great reference.

Karen Lattin, Agua Fria Union High School District



"Of all of the conferences/workshops that I have attended over the years, this was the best. Arizona Department of Education, the pre-session training for Local Directors on Saturday prior to the State CTE Conference was fantastic. I have ever attended. I have used the notebook from the pre-conference many times this year to answer questions in reporting. I will be here again this year and would highly recommend new Local Directors to attend."

Marlene Buehler, Clark County Unified School District



Each Local Director or a representative that works with CTE funding, should attend this pre-conference seminar. The staff presented the material in a supportive and helpful manner. They explained the overall reporting process and requirements in an understandable way. Even though I'd submitted reports to ADE before, the information given was very valuable. As a result of attending this session, my job of reporting was made easier because I better understood the data needs and requirements of the school district to ADE.

Joyce Downs, Duncan Unified School District



The Online Technical Assistance Training was WONDERFUL! As a newbie I needed everything. It was good because the computers were there and ready to use. I have to have the hands-on, so that I will remember. We were walked through step-by-step so when we saw those reports and grants it looked familiar. The best part was and is the wonderfully put together Resource Notebook. I use it all the time!!!!!!!!!!!!!! I don't know what I would do without it--call and bug my contacts at ADE even more than I do now! I would highly recommend attending. I will attend again this coming year. After working through the grant and reports for the first time, I now know what to expect and the training will be even more beneficial. Thank you ADE!!!

Linda Hughes, Casa Grande Unified School District



Arizona Department of Education
Tom Horne, Superintendent of Public Instruction



Allied Health Services Program Implementation Update



Medical Imaging



Lab Assisting



Pharmacy SS



Sports Medicine &
Rehab Therapies

Did you know that:

- There are hundreds of professions in health care besides nurses and physicians.
- The top 30 fastest growing jobs in the U.S. predicted through 2010 are in Allied Health Occupations.
- CTE offers 4 challenging, exciting curriculum framework options for Allied Health Services.

Update at the March Local Directors Meeting:

- Trends, Issues and Challenges for the Allied Health Occupations.
- CTE Career Options in Allied Health Services.
- CTE Allied Health Implementation Project update.
- Implementing an Allied Health Services option in your district.
- How CTE can help your programs get started.

Presenters:

Connie Thompson
State Supervisor
Arizona Health Careers
Education

Lyn Mowafy
Project Director
Allied Health Services
Implementation Project

Special Issue Arizona Capitol Times

GOVERNMENT RESOURCE DIRECTORY 2005

Who to Call and
How to Get Things Done
in Arizona State Government

Sponsored by

**Greenberg
Traurig**

www.gtlaw.com

ARIZONA IN D.C.

U. S. Senators Web site www.senate.gov



Jon Kyl (R)

Web site: <http://kyl.senate.gov/>

730 Hart Senate Bldg.
Washington, D.C. 20510
Phone: (202) 224-4521
Fax: (202) 224-2207

7315 N. Oracle, Ste. 220
Tucson, AZ 85704
Phone: (520) 575-8633
Fax: (520) 797-3232

2200 E. Camelback Rd., Ste. 120
Phoenix, AZ 85016
Phone: (602) 840-1891
Fax: (602) 957-6838



John McCain (R)

Web site: <http://mccain.senate.gov/>

241 Russell
Senate Office Bldg.
Washington, D.C. 20510
Phone: (202) 224-2235
Fax: (202) 228-2862

450 W. Paseo Redondo,
Ste. 200
Tucson, AZ 85701
Phone: (520) 670-6334
Fax: (520) 670-6637

2400 E. AZ Biltmore Cir.,
Ste. 1150
Phoenix, AZ 85016
Phone: (602) 952-2410
Fax: (602) 952-8702

4450 S. Rural Rd.,
Ste B-130
Tempe, AZ 85282
Phone: (480) 897-6289
Fax: (480) 897-8389

U. S. Representatives Web site: www.house.gov



Rick Renzi (R)...District 1

Web site: <http://www.house.gov/renzi>

418 Cannon H.O.B.
Washington, D.C. 20515-0301
Phone: (202) 225-2315
Fax: (202) 226-9739

2501 N. 4th St., Ste. 23
Flagstaff, AZ 86004
Phone: (928) 213-3434
Fax: (928) 213-5447



Trent Franks (R)...District 2

Web site: <http://www.house.gov/franks>

1237 Longworth H.O.B.
Washington, D.C. 20515
Phone: (202) 225-4576

7121 W. Bell Rd., Ste. 200
Glendale, AZ 85308
Phone: (623) 776-7911
Fax: (623) 776-7832



John Shadegg (R)...District 3

Web site: <http://johnshadegg.house.gov>

306 Cannon H.O.B.
Suite C-178
Washington, D.C. 20515
Phone: (202) 225-3361
Fax: (202) 225-3462

301 E. Bethany Home Rd.
Phoenix, AZ 85012
Phone: (602) 263-5300
Fax: (602) 248-7733



Ed Pastor (D)...District 4

Web site: <http://www.house.gov/pastor>

2455 Rayburn H.O.B.
Washington, D.C. 20515
Phone: (202) 225-4065
Fax: (202) 225-1655

411 N. Central, Ste. 150
Phoenix, AZ 85004
Phone: (602) 256-0551
Fax: (602) 257-9103

Arizona in D.C.

— continued from preceding page



J.D. Hayworth (R)...District 5

Web site: <http://www.house.gov/hayworth>

2434 Rayburn H.O.B. 14300 N. Northsight Blvd.,
Washington, D.C. 20515 Suite 101
Phone: (202) 225-2190 Scottsdale, AZ 85260
Fax: (202) 225-3263 Phone: (480) 926-4151
Fax: (480) 926-3998



Jeff Flake (R)...District 6

Web site: <http://www.house.gov/flake>

424 Cannon H.O.B. 1640 S. Stapley,
Washington DC 20515-0301 Suite 215
Phone: (202) 225-2635 Mesa, AZ 85204
Fax: (202) 226-4386 Phone: (480) 833-0092
Fax: (480) 833-6314



Raul Grijalva (D)...District 7

Web site: <http://www.house.gov/grijalva>

1440 Longworth H.O.B. 810 E. 22nd St.,
Washington, D.C. 20515 Suite 102
Phone: (202) 225-2435 Tucson, AZ 85713
Fax: (202) 225-1541 Phone: (520) 622-6788
Fax: (520) 622-0198



Jim Kolbe (R)...District 8

Web site: <http://www.house.gov/kolbe>

2266 Rayburn H.O.B. 1661 N. Swan Rd.,
Washington, D.C. 20515 Suite 112
Phone: (202) 225-2542 Tucson, AZ 85712
Fax: (202) 225-0378 Phone: (520) 881-3588

1455 S. 4th Ave., Ste. 4
Yuma, AZ 85364
Phone: (928) 343-7933
Fax: (928) 343-7949

77 Calle Portal, Ste. B-160
Sierra Vista, AZ 85635
Phone: (520) 459-3115

Check Out Political Events

www.azlobbyists.com

ARIZONA LOBBYISTS

A comprehensive directory of active lobbyists in Arizona

Upcoming Political Events

5/13/2004
Arizona African-American
Democratic Committee Dinner

Preserving Luke's Mission

5/14/2004
21st Annual Arizona Golf
Classic

See Full Calendar...
Post your political event here
You can even send us your
PDF flyer of info!

Party Calendars:
Democrat GOP

Featured Firm...

Government Affairs Practice
Attorneys in the Government Affairs practice at
Jennings Strouss are highly experienced in dealing
with all levels of government. [Learn More](#)

ARIZONA CAPITOL TIMES
Launched Since 1946

WANT TO KNOW WHAT'S GOING ON?

Welcome to Arizona
directory of active lobbyists

Browse Lobbyists
Look up lobbyists with an alphabetical listing by
or firm. Browse lobbying issues or political party to find
lobbyists with a particular area of expertise.

View Political Events
View upcoming political events

Check the News
Follow political news
and politicians on TV. Check
TV stations, political committees, press releases,
government web sites.

• Add your fundraisers and meetings.

• Upload your flyers.

call:
Eric Rosenberg or Tracy Keller

602.258.7026

About Our Directory
In Arizona, all active
3,000 individuals are
only the most active professionals in government
Legislature on behalf
of the people.

Press Release

February 7, 2005

For Immediate Release

Contact:

Megan Reiter (703) 683-9312
ACTE Media Relations Manager

Kimberly Green (202) 737-0303
NASDCTEc Executive Director

Bush budget dismantles career and technical education

ALEXANDRIA, VA- Today, the White House unveiled its fiscal year 2006 budget request which includes a proposal to dismantle career and technical education (CTE) programs that are funded through the Carl D. Perkins Vocational and Technical Act, along with several other education programs in order to fund the President's High School Intervention Initiative, according to the Association for Career and Technical Education (ACTE) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc).

"This move effectively creates a block grant for high schools," said ACTE President Francie Russell, "We support the Administration's focus on High School reform and feel that career tech programs are integral to achieving the goals of better outcomes for students, but we are concerned the Administration's proposal will severely harm career and technical education programs that are working for students in schools across the country."

Career and technical education programs provide high school students with high-quality skills that prepare them for in-demand jobs. "The President's budget clearly does not recognize or value the important role career and technical education has in high school reform or the role it plays in supporting our country's economic growth and workforce needs," said NASDCTEc Past President Mike Rush. "Career and technical education makes education relevant, keeps kids in school and helps to close the skills gap. If the investment in Perkins is eliminated, our country will lose many of the critical tools necessary to implement the President's goal for high school reform."

CTE also enhances student achievement. Students who complete a rigorous academic core coupled with a career concentration have test scores that equal or exceed "college prep" students. These dual-concentrators are more likely to pursue postsecondary education, have a higher grade point average in college and are less likely to drop out in the first year, reports the Southern Regional Education Board (SREB).

CTE doesn't only serve the high school community. Perkins funds are also used to fund important education and job training programs at community colleges and other postsecondary settings. Kimberly Green NASDCTEc Executive Director noted that, "Community and technical colleges are on the front lines of preparing youth and adults with the skills needed to succeed in the workforce. At a time when our nation's economic health and prosperity relies so heavily on the availability and quality of our nation's skilled workforce, the President's budget proposal eliminates Perkins' critical federal investment in community and technical colleges. This will likely result in critical programs that meet the needs of employers and workers shutting down."

The Bush Administration has previously called for deep cuts of 25% to the Perkins program in its last two budget proposals and Congress has rejected those cuts in the past. However, according to ACTE Executive Director Jan Bray, with an ever tightening budget picture in Congress, ACTE and NASDCTEc remain concerned that CTE programs along with 150 other domestic programs slated for cuts by the Administration could see decreased funding.

Bray added, "Career and technical education makes positive investments in America's future by educating our youth and preparing our nation's workforce to compete in the 21st century. Our nation needs to preserve this important program."

ACTE and NASDCTEc advocate jointly for career and technical education with Congress, the U.S. Department of Education, and the White House. The Perkins program is among our nation's most important investments in high schools, a key component of our postsecondary and workforce development systems, and is vital to American business. Eliminating Perkins funding and funneling it towards a general high school program not only effects existing high school CTE programs but it would harm important postsecondary programs that help provide business and industry with the skilled workers they need to compete in the 21st century economy.



Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

Instructional Program Leader Initiative

A program designed to identify, recognize, and utilize the expertise of instructional program leaders at the secondary level to assist the Arizona Department of Education Career and Technical Education (CTE) Unit in implementing the CTE Delivery System Strategic Goals as approved by the State CTE Advisory Committee.

- Goal 1** Develop and implement the vision and mission for Career and Technical Education
- Goal 2** Implement a new delivery system for Career and Technical Education reflecting commitment to rigor and relevance
- Goal 3** Institute a system of technical assessments for Career and Technical Education

For the first year of the Initiative, the following programs will be targeted:

- Agriscience
- Business Information Technology Services
- Business Management and Administrative Services
- Culinary Arts
- Drafting/Design Technology
- Education Professions
- Nursing Services

Applications will be requested through a nomination process.

An applicant may be nominated for consideration by a district administrator, peer teacher, CTE State Supervisor, or may be self-nominated.

The application will include an overview of the Initiative and the selection criteria.

Applicants will be required to provide information including but not limited to:

- documentation of appropriate certification and experience
- evidence of contribution to Career and Technical Education in their district
- writing sample
- statement of support from a district administrator

Applications will be accepted from mid-March through May 1, 2005.

Applications will be reviewed and evaluated based on criteria in categories including but not limited to:

- Professional Qualifications
- Curriculum and Instruction
- Student-Centered Learning Environment
- Collaboration with Academic Partners
- Community Connections



"The wizard is truly within us!"

- Elaine K. McEwan
*7 Steps to Effective
Instructional Leadership*

It is expected that each recognized Instructional Program Leader will make a 2-year commitment to assist the CTE Unit in implementing the CTE Delivery System Strategic Goals as follows:

Year 1

- Attend an orientation regarding the expectations for participants
- Attend the 2005 ACTE Conference in Tucson, July 17-20
- Design and deliver a workshop that showcases their program

Year 2

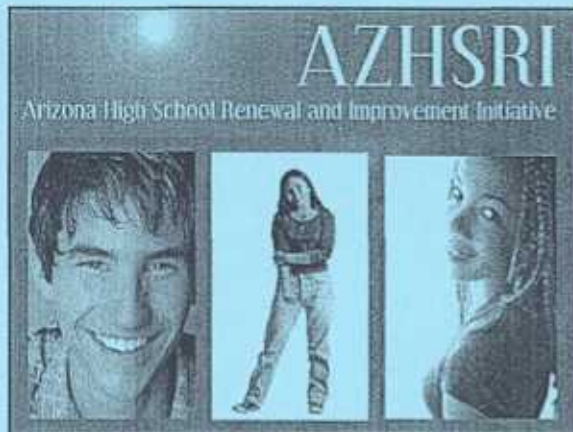

- Mentor CTE program area teacher(s)
- Act as an advocate for the CTE Delivery System Strategic Goals

The seven Instructional Program Leaders identified through the selection process will be recognized at the 2005 ACTE Conference to be held in Tucson, July 17-20.

In return for their participation, each of the seven Initiative teachers will receive a monetary stipend.

For more information contact:

Lynne Bodman Hall
Senior Program Coordinator
Arizona State University
Office for Workforce Education and Development
PO Box 873111
Tempe AZ 85287-3111
480-727-8342
lynne.hall@asu.edu





**The Arizona High School
Renewal & Improvement
(AZHSRI) Initiative:**

**A Call to Action
The AZHSRI Focus Group Project**


**Career & Technical Education Local
Directors Meeting
February 15, 2005**

Karen Butterfield, Ed.D.
Deputy Associate Superintendent
Innovative & Exemplary Programs
AZHSRI State Team Leader




AZHSRI GOAL

- *To develop a statewide vision and action plan for high school renewal and improvement in order to raise academic achievement, increase the number of high school graduates and increase post-secondary options, such as college attendance/completion and workplace entry.*




**PURPOSE OF
REGIONAL FOCUS
GROUPS**

- To clarify the unique Arizona context for High School Renewal.
- Provide legitimacy by obtaining buy-in, input




Where Are We?

- **AZHSRI Focus Group Project = Assessing Where Our High Schools Are**




**CO-SPONSORS OF
REGIONAL FOCUS
GROUPS**

- **Arizona Department of Education**
- **WestEd**




FOCUS GROUP PARTNERS


- > Arizona Association of Student Councils
- > Arizona Business & Education Coalition
- > Arizona Charter Schools Association
- > Arizona Education Association
- > Arizona Federation of Teachers
- > Arizona Minority Education Policy Analysis Center
- > Arizona School Administrators
- > Arizona School Board Association
- > Center for the Future of Arizona
- > Greater Phoenix Leadership, - Education Initiative
- > Rodel Charitable Foundation of Arizona
- > State Community Colleges and Universities



FUNDING RESOURCES


- > "Line of Credit" received from The Council of Chief State School Officers (CCSSO) via the USDOE
- > Arizona Department of Education
- > West Ed






FOCUS GROUP FACILITATION


- > ADE and WestEd contracted with West Wind Enterprises to help design, conduct, and report on the Regional Focus Groups. The report written after the focus groups details:
 - > The state of the AZ high school;
 - > What matters most to our stakeholders;
 - > The needs and expectations within schools and broader community;
 - > What ideas hold promise or are at peril;
 - > Readiness to take on renewal, activities



REGIONAL FOCUS GROUPS


"900 miles in 4 days!": Yuma, Tucson, Flagstaff, Phoenix






FOCUS GROUP PARTICIPANTS


- > Principals & Superintendents
- > Teachers
- > Parents
- > Students
- > Higher Education
- > Business Representatives
- > Governing Board Members
- > Legislators

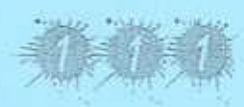





NUMBER OF PARTICIPANTS

One Hundred and Eleven


$\overline{1} \quad \overline{1} \quad \overline{1}$







QUESTIONS ASKED

- > What is working well in our high schools?
- > What is not working well?
- > What do our high school grads need to know and be able to do after graduation?




13



QUESTIONS ASKED

- > What ideas and resources are needed to foster high school renewal in Arizona?
- > Is there anything that was not brought to the table?

14




WHAT WORKED?

- > Outside, neutral facilitation
- > QUICK timeline: sponsors commitment, obtaining results
- > 3-hour, intense dialogue
- > Visually capturing comments


15






EVALUATION PROCESS

- > Verbal Feedback
- > Questionnaire: individual comments
- > Plus/Delta Process
- > Numeric data
 - Did we meet our goals?
 - Did the process work?
 - What aspects of delivery worked? Didn't work?




16




EVALUATION RESULTS

- > Overall Rating: 4.3/5.0
- > Delivery: 4.04/5.0
- > Materials: 3.85/5.0
- > Goals Met: 3.7/5.0




WHAT WORKED?

- > Balance of: unified, visual theme with the emphasis our work is "unfinished", "fluid"
- > Obtaining diverse participants
- > Diversity with school representation
 - Alternative schools
 - Charter schools
 - Traditional district schools




CHALLENGES

- > Time constraint
 - Obtaining participant names; sponsor contacts limited
- > Finding the balance between presenting information and collecting information
- > Still need to engage a few more stakeholder groups for diversity




RESULTS

- > Recommendation 1:
 - Clearly and Convincingly Justify High School Renewal
 - Define AZ's expectations for high students in a clear, concrete vision statement
 - Incorporate into the vision: AZ's expectations for its high school grads
 - Proficiency in core content areas, the arts, citizenship; workforce/higher ed/life prep
 - Develop action plans with short-, medium-, long-term wins




RESULTS

- > Recommendation 1 (continued):
 - Clearly and Convincingly Justify High School Renewal
 - Identify partnerships and opportunities for collaboration with stakeholders and allies
 - Identify messages that motivate the public and make the case for renewal
 - Present vision/action plan in a continuous improvement mode



BROAD RESULTS

- > Recommendation 2:
 - Ensure All Students Have Access to a Rigorous, Relevant, Comprehensive Curriculum
 - Ensure curriculum is well-rounded and rigorous
 - Learn from, encourage and expand CTE
 - Recognize and address the importance of student motivation




RESULTS

> Recommendation 3:

- Improve Instruction
 - Improve teacher preparation
 - Improve teacher professional development
 - Use adolescent development knowledge in instructional strategies, school organization plans
 - Change the professional culture of school communities

25




RESULTS

Recommendation 4:

- Reduce the Number of Students Who Drop Out Early

26



RESULTS


> Recommendation 5:

- Diagnose Potential Resistance to change and Address as Required

"You have to change quickly enough so that gravity cannot drag you back".

TheodoreSizer

27



RESULTS

> Recommendation 6:

- Ensure AIMS is a Sustainable Instrument for Improvement
 - Analyze AIMS results and publicize findings
 - Help students to pass AIMS


28



NEXT STEPS

State Team Meets 2/2/05


29



ALIGN AZHSRI to the STATE TEAM'S and SUPERINTENDENT HORNE'S PRIORITIES


- > AIMS intervention
- > High School Literacy/Reading
- > Lower the Dropout Rate; Increase Grad Rate
- > Incorporation of Comprehensive Content-Based Curriculum (CTE, the Arts)
- > Enhance Curricula Rigor
- > Identification of High School Models That Work
- > Incorporation of Data-Driven Decision Making

30




Align AZHSRI to the Three Core Areas of Breaking Ranks II

- > Collaborative Leadership/Professional Learning Communities
- > Personalized School Environment
- > Curriculum, Instruction and Assessment



ALIGN AZHSRI to AZ LEARNS

- > AIMS RESULTS
- > MEASURE of ACADEMIC PROGRESS
- > GRADUATION RATES
- > DROPOUT RATES
- > ADEQUATE YEARLY PROGRESS



ALIGN AZHSRI to ADE's SCHOOL IMPROVEMENT STANDARDS

- > School & District Leadership
- > Curriculum, Instruction & Professional Development
- > Classroom & School Assessments
- > School Culture, Climate & Communication






Arizona State Action Plan



AZHSRI

Arizona High School Renewal and Improvement Initiative

ACADEMIC INTEGRATION AT SEDONA-OAK CREEK UNIFIED SCHOOL DISTRICT

1. Support from the superintendent
2. Support from the high school and middle school principals
3. Require CTE teachers to include academic crosswalks in weekly lesson plans
4. Maximize team teaching opportunities for CTE and Academic teachers to collaborate
5. Maximize opportunities for CTE Project based learning which provides students with the chance to apply what they have learned in the academic classroom
6. Have Administrators attend CTE conferences and report the latest findings to the entire staff
7. Convince Academic subject teachers to integrate CTE competencies into their lesson plans.
8. Conduct school wide staff development sessions which focus on Integration

Schools should change with times

Growing up as a young boy in the late 1960s, there were always three books in my home and every home in my neighborhood: a Webster's dictionary, a Bible and the Sears, Roebuck & Co. catalog. Today, two of these books are still in my home: the dictionary and the Bible.

The Sears catalog is no longer present in my home — although it had been in many thousands of homes across America for decades.

The reason is that Sears failed to change and "think outside of the box." The Sears firm felt they were the "Goliath" of their industry and would continue to remain the "only game in town." They were wrong, and the rest is history.

The American public school system has always been a "giant" as well in the education system in this country.

Today, there is more competition than in years past, e.g., charter, alternative and on-line schools as well as home schooling.

The reason for all of this competition is that the American public school system has not "changed" and "evolved" at nearly the pace of society, technology or economics.

The American public education system was originally designed for the industrial age, when people had predictable jobs, at predictable times, requiring predictable skills — since they were going to be employed in predictable places.

The high point in this industrial society peaked in the mid-1950s. For the past 50 years, our economy, society and technology has been changing into something else, while our educational system has not.

In a culture where information that is relevant today is obsolete tomorrow, students need to learn how to learn, not what to learn. They need to be taught how to think, not what to think.

Learning how to learn and learning how to embrace change are critical skills that will enable an individual to thrive in any situation.

At Sedona Red Rock High School, I feel we are ahead of the average public high school in America in terms of "thinking outside the box."

SRRHS realizes the importance of challenging our students to think and to process information, as opposed to simply memorizing it.

We will continue to evolve by "thinking outside of the box," and

continue to be open to new ideas. We will, as well, discard the strategies and conceptual thinking that isn't effective in preparing our students for a fast-paced, ever-changing global society.

I don't have all the answers, but I do know that "if one wants to get that sweet piece of fruit off the tree of knowledge, one has to go out on a limb, because it doesn't grow near the trunk of the tree."

We as educators, parents and community members should realize the importance of taking risks when we are structuring young people's education and their future. Because — "the

biggest risk of all is taking no risk at all."



School News

**DAVID
LYKINS**

...

**Learning how to
learn and learning
how to embrace
change are critical
skills that will
enable an individual to thrive in any
situation.**

News from the Sedona-Oak Creek School District is published weekly during the school year. This week's column is written by David Lykins, assistant principal of Sedona Red Rock High School.



**Sunday
June 26
to
Wednesday
June 29**



Come to Nashville

for the

**2005 Model Schools
Conference**

The demands created by *No Child Left Behind*, specifically its provision that every student make adequate yearly progress towards proficiency, are foremost in the minds of educators. AYP has changed the operating principle of public education from "attendance mandatory/learning optional" to "mandatory learning for all." Yet, while we embrace the concept of leaving no students behind, bringing all students to high standards in the traditional school day and year is a challenge.

Since its inception in 1991, the International Center for Leadership in Education has been committed to finding the most successful practices to provide all students with a rigorous and relevant education.

The 2005 Model Schools Conference will continue that mission in partnership with the Council of Chief State School Officers through a national initiative supported by the Bill & Melinda Gates Foundation. This initiative identifies a diverse group of our most successful **high schools** and sends site reviewers to document their best practices and key school characteristics.

In addition to the high school models, we are showcasing **elementary** and **middle schools** and **K-12 districts** that are experiencing similar successes. **Featured speakers** and **how-to sessions** each day will provide a wealth of information as will sessions on **resources** that have helped move students to higher levels of achievement. **Dr. Willard R. Daggett**, President of the International Center, will deliver the Prelude and Keynote Address.

The 2005 Conference will offer the largest and most comprehensive program in our history. We are convinced that, from among the wide variety of methods and approaches presented, you will find ones that will work well to increase achievement in your school and district.

**Gaylord Opryland Resort
& Convention Center
Nashville, Tennessee**

The Model Schools Conference will stretch your thinking and motivate you to move ahead with your school improvement efforts. You will leave the Conference with a renewed sense of purpose as well as practical ideas and resources that you can put right to use.

Come as a Team

Improving a school system requires broad-based support and involvement of policy makers, educators, and the community at large. Schools and districts are encouraged to send a team to the Conference, including school board members, senior administrators, teachers, special education representatives, parents, business leaders, and elected officials. Most sessions are repeated three times. All include the opportunity to ask questions and engage in discussion.

Sponsored by

International Center

for Leadership in Education

1587 Route 146 • Rexford, New York 12148

(518) 399-2776 • www.LeaderEd.com

Here's what participants had to say about the 2004 Model Schools Conference.

"I am actively translating the ideas presented into practice. Bill Daggett somehow manages to stay on the cutting edge, pointing us all in the direction of a rapidly approaching future. I always come away both challenged and charged."

K-12 Chancellor of Education

"We were fortunate to attend the Conference as a team, which affords us the opportunity to share what we learned via many voices."

Area Superintendent, Florida

"Great mixture of workshops. You have met our needs in terms of looking at resources that would provide the common language district-wide."

Elementary Supervisor, New York

"Excellent conference! Well worth the cost and time. Bravo!"

Assistant Principal, Florida

"Every session has given me something to think about and take back to our organization. I've been energized!"

Consortium Director, Illinois

"I really appreciated the sessions that gave concrete evidence, examples, suggestions, and specific ideas on implementation."

Anonymous

"This conference was what I needed to grow as a teacher. I now have a tool to move my students in a positive direction."

Teacher, Hawaii

"Thanks for sharing the wealth of data about special education students at the Conference. Never have I heard such a comprehensive set of data that looks at the special education child from school through adulthood."

School Board Member, Illinois

"I was so charged after attending the Pre-conference about raising standards for our special needs youngsters. I will share the information I received with our Director of Special Services."

Staff Development Director, Washington

Participants receive:

- The Conference Proceedings with case studies of all model programs
- Dr. Daggett's research report

Learn what the model schools

have accomplished with respect to:

- ✦ creating a culture and learning environment that promotes high achievement
- ✦ using data effectively to make instructional decisions
- ✦ creating a curriculum that is both rigorous and relevant
- ✦ increasing learning time in the school day/calendar
- ✦ employing practices that actively engage all students in learning
- ✦ providing professional development
- ✦ promoting parent involvement
- ✦ garnering community support and establishing partnerships

Conference at a Glance

Sunday - June 26

Evening

Prelude

7:00-8:30

Monday - June 27

Morning

Keynote Address

8:30-10:00

Concurrent Sessions

10:15 - 11:45

Afternoon

Concurrent Sessions

1:15 - 2:45 &

3:00 - 4:30

Tuesday - June 28

Morning

Concurrent Sessions

8:30 - 10:00 &

10:15 - 11:45

Afternoon

Concurrent Sessions

1:15 - 2:45 &

3:00 - 4:30

Wednesday - June 29

Morning

Concurrent Sessions

8:30 - 10:00

Closing Session

10:15 - 11:45

The schools making presentation are the most replicable models of:

- Exceeding AYP requirements
- Rigorous and relevant instruction
- Data-based decision making
- Curriculum alignment
- Differentiated instruction
- Reading proficiency
- Academic success for special education students
- Increased learning time in the school day/calendar
- Interdisciplinary approaches
- Performance assessment
- Parents as partners

Among the characteristics of successful schools that will be demonstrated by the models are:

- Small learning communities (academic and career academies, magnet schools, schools within schools)
- Nontraditional scheduling
- A culture that promotes high achievement
- Excellent professional development programs
- Commitment to literacy
- School-business partnerships
- Collaborative leadership
- Character education
- Student accountability
- Technology-infused programs

Hotel Information

Gaylord Opryland Resort & Convention Center Nashville

2802 Opryland Drive
Nashville, Tennessee 37214
(615) 883-2211

Be sure to mention the Model Schools Conference
when making your reservation.

\$184 Single or Double
each additional person – \$20

Children 12 and under are free
when occupying the same room as their parents.



GAYLORD OPRYLAND™

RESORT & CONVENTION CENTER

Nashville

Gaylord Opryland Resort & Convention Center offers elegance, luxury, and true Southern charm. Under majestic, climate-controlled glass atriums, you'll be surrounded by nine acres of lush indoor gardens, winding rivers and pathways, and sparkling waterfalls where you can unwind, explore, shop, dine, and be entertained to your heart's content. Highlights include a 44-foot waterfall, laser-light and fountain shows, and tours aboard the Delta Flatboats – right inside the hotel.

Travel Discounts

Hertz has been appointed the official rental car company for the 13th Annual Model Schools Conference. Attendees qualify for rates as low as \$23.99 per day. For reservations, call Hertz at 800-654-2240, contact your travel agent, or book online at www.hertz.com. Refer to **CV# 03AD0001**.

US Airways is pleased to offer Conference attendees the following discounts: **First/Envoy Class or Lowest Applicable Published Fares** in F, C, D, A, B, M or U class **of services**: 5% off following all rules and restrictions; 10% off with 60-day advance reservation/ticketing or per fare rule, whichever is more restrictive. **Unrestricted Applicable "Y" Published Fares**: 10% off with 7-day advance reservation/ticketing; 15% off with 60-day advance reservations/ticketing. Note that base fares must be at least \$200 to qualify. Call US Airways at 1-877-874-7687 or have your travel agent contact US Airways. Refer to **Gold File Number 24123241**.

Delta Air Lines is offering 5% off published round-trip fares within North America and the Caribbean. A 10% discount is offered based on the published unrestricted Y06 fare. Save an additional 5% by purchasing your ticket 30 days or more prior to departure. Restrictions apply, and these offers are not valid for Booking Classes A, D, I, U and T. Call the Delta Meeting Network at 1-800-241-6760 or have your travel agent contact Delta. Refer to **File Number 207940A**.



General Sessions

Prelude • Sunday 7:00 p.m.
Technology in 2010 –

**What Students Will Need to Know and Be
Able to Do**

Dr. Willard R. Daggett, President
International Center for Leadership in Education

Keynote Address • Monday 8:30 a.m.
**America's Most Successful Schools –
What Happens in the Classroom**

Dr. Willard R. Daggett

Closing Address • Wednesday 10:15 a.m.

Dr. David J. Ferrero, Director of Evaluation and
Research-Education
Bill & Melinda Gates Foundation
and

Raymond J. McNulty, Senior Consultant,
International Center for Leadership in Education and
Executive Director, Successful Practices Network

Featured Speakers

A series of featured speakers will present sessions on how their organizations and agencies can assist schools in moving from promising models to proven models of success with rigorous and relevant education programs for all students. Among the presenters:

Dr. Tom Houlihan, Executive Director, Council of Chief State School Officers

Lawrence Gloeckler, Executive Director, Special Education Institute of the International Center for Leadership in Education

Dr. Sam Houston, President and CEO, North Carolina Science, Mathematics and Technology Education Center

Earn Graduate Credit for Attending the Conference

Model Schools Conference participants can enroll in a three-credit-hour graduate course as part of the Conference. Details on the course will be included with the registration confirmation letter.

Visit our Website
www.LeaderEd.com
for a listing of model programs
and presenters
beginning March 31



Dr. Daggett speaking
at the 2004 Model
Schools Conference



Concurrent Session Topics

The Model Schools Conference has a full range of models and sessions that will be of interest to K-12 administrators, teachers, board of education members, business and government leaders, and parents. Included on the Conference program are the following:

- The most successful U.S. high schools as identified by the Council of Chief State School Officers and the International Center
- K-8 and district models that provide all students with a rigorous and relevant curriculum
- Best practices sessions for teachers presented by leading Master Teachers
- In-depth look for administrators and board members at organizational structures and policies
- How learning in the arts improves academic achievement
- Achieving academic excellence through career and technical education
- Increasing academic success for special education students
- Raising high-stakes test scores
- Teaching reading across the curriculum
- Collaborating with parents and the community
- Creating small learning communities
- Different strategies for different learners
- Promoting responsible student behavior
- Safe, supportive, and effective schools
- Technology integration in the classroom

Sign Up for a Preconference

The Ultimate "How-to" Events!



Three full-day Preconference workshops will provide opportunities for teachers and administrators to learn about strategies and approaches used by model schools and then organize, adapt, and customize that information to meet the needs of their students. The presenters are not only known for their knowledge, expertise, and communication skills, but also for their passion and willingness to help you improve teaching and learning in your school or district.

Saturday, June 25 9:00 a.m. – 4:00 p.m.

Using the Rigor/Relevance Framework to Raise Student Achievement

1

To meet AYP requirements, schools must move beyond the "what" of curriculum to the "how" of instruction. Research supports the importance of application-based instruction as a means of raising student achievement. By carefully planning learning experiences for students, high levels of cognition and application can be achieved. This workshop will provide the resources and guidance to improve rigor and relevance, including the Rigor/Relevance Framework, which helps teachers increase academic rigor and introduce real-world relevance in the classroom. Understanding this Framework gives teachers a basis to analyze state tests, plan curriculum, differentiate instruction, and select the most effective teaching strategies. The workshop will also cover how to use the International Center's Curriculum Matrix and a planning process to align instruction with standards.

Sunday, June 26 9:00 a.m. – 4:00 p.m.

Making the Most of Grades 9 and 12: Redesigning Programs to Meet Student Needs

2

Model high schools have found that a key to academic success is focusing on what happens during the critical transition as students enter high school and a key to future success is a rigorous 12th grade year. These model schools feature a myriad of strategies in both grades that have all but erased traditional grade level configurations. Approaches such as small learning communities, class size adjustments, academic interventions, mentoring, tutoring, postsecondary articulation, business partnerships, senior exhibitions, and internships are being used to design programs that meet the students' interests, learning styles, and aptitudes. All approaches have one thing in common — an uncompromising commitment to high expectations and rigorous and relevant instruction. This workshop will review successful approaches identified in the schools involved in the International Center's high school initiatives and provide opportunities to interact with model school leaders who have implemented innovative programs.

Innovative Strategies and Best Practices for Educating Students with Disabilities in Grades 7-12

3

Students with disabilities can benefit from *No Child Left Behind*, which has placed the spotlight on the significant achievement gaps that exist for certain groups of students. Schools cannot continue the tradition of low expectations for students receiving special education services. On the other hand, we cannot expect a dramatic improvement in the educational performance of these students until instructional programs are realigned to give students the opportunities and supports that will allow them to succeed. A steady path of increased expectations and insistence on continuous improvement is the way to proceed. This workshop will describe a performance-based approach to increased expectations and improved achievement. Participants will hear from successful schools that are using data to analyze performance, drive policy decisions, and allocate resources. Strategies and best practices for educating students with disabilities will be shared.

You may sign up for one Preconference (Saturday or Sunday) or two Preconferences (Rigor/Relevance on Saturday and one of the Sunday sessions).



Registration Information



The registration fee for the Model Schools Conference is \$485.
The cost for groups of five or more is \$445 per person.

Registration fee includes:

- Admission to all general and concurrent sessions
- Case studies from presenters describing their programs
- Dr. Daggett's latest report on his research
- Discounts on International Center publications and videotapes
- Morning coffee and baked goods, afternoon refreshments
- Handouts and other materials

Deadline

Space is limited, so please register early to ensure your place. You will receive confirmation of your Conference registration. Please provide e-mail address. After May 17, add a late fee of \$50 per person.

Cancellation Policy

Cancellations requested in writing before June 1 will be subject to a \$25 processing fee. Cancellations requested between June 1 and June 16 will receive a 50% refund. No refunds will be issued after that date, but you may send another person in your place.

Purchase Orders

Each individual on a purchase order should complete a copy of the registration form below. Enclose all forms with the purchase order. Please indicate a contact person on purchase orders for more than one person.

Special Services

If you are disabled and require special services, please attach a description of your needs. Special housing requirements should be discussed directly with the hotel.

Payment

Provide credit card information or make check or purchase order payable to:

International Center for Leadership in Education
1587 Route 146 • Rexford, New York 12148

Phone (518) 399-2776
Fax (518) 399-7607

Yes! I'm coming to Nashville for the
Model Schools Conference on June 26-29

☐ Model Schools Conference

Individual/
small group
per person

Group of 5
or more
per person

☐ \$485

☐ \$445

☐ Model Schools Conference and One Preconference

☐ \$620

☐ \$580

Select ☐ 1. Rigor/Relevance (Sat.) OR ☐ 2. Grades 9 & 12 (Sun.) OR ☐ 3. Students w/Disabilities (Sun.)

☐ Model Schools Conference and Two Preconferences

☐ \$700


☐ \$660

Must Select ☒ 1. Rigor/Relevance AND EITHER ☐ 2. Grades 9 & 12 OR ☐ 3. Students w/Disabilities

Payment must be made in US funds.

☐ Check enclosed \$ _____ ☐ Purchase Order enclosed \$ _____

Contact
Person _____

Please charge \$ _____ to my ☐  or ☐  account number _____

Dr. Mr. Mrs. Ms. Miss (circle one)

signature _____

expires _____

Please print

Name _____ Position _____

School or
Organization _____ School
District (if applicable) _____

Address _____

City _____ State _____ Zip _____

Phone () _____ Fax () _____ E-mail _____

Make check or purchase order payable to
International Center for Leadership in Education
and send with registration form(s) to:
Model Schools Conference
1587 Route 146 • Rexford, New York 12148
(518) 399-2776 • fax (518) 399-7607



✓ Successful Practices Network

Successful Practices Network
members should use the special
Network registration form.

**MOTOROLA****Communities
In Schools**
HELPING KIDS
PREPARE FOR LIFE**THE POWER TO MAKE IT HAPPEN™**

Peoria PASS™ Program Application and Commitment

Applications due April 19, 2004 to: Donna Davis, Communities In Schools of Arizona, 4520 N. Central Ave., Ste 560., Phoenix, AZ 85012; or fax to (602) 252-5314 or e-mail to: donna.davis@cisarizona.org. Telephone: 602-252-5312

Name:		Best e-mail address:	
School:		Position: (Grade level & subject)	
Work Phone:		Home Phone:	
Best mailing address:			
Work experience in addition to teaching: (Include place, dates, and responsibilities)			
What are your expectations from the program?			
Other comments to share with the selection committee:			

Administrative reference:

Name _____ Phone _____ E-mail _____

If chosen to participate in this PASS program, I understand I will be notified by April 26th and I agree to:

- *attend ALL of the scheduled sessions ((July 26-July 30 from 8:00 a.m. to 5:00 p.m.)*
- *develop, implement and share the results of an action plan*
- *attend a participant orientation on May 3rd and a program-end presentation in the fall (date to be determined by class participants)*

Date _____ Signature of applicant _____



MOTOROLA



**Communities
In Schools**
HELPING STUDENTS
PREPARE FOR LIFE



THE POWER TO MAKE IT HAPPEN™

Partners Advancing Student Success (PASS)

PASS Program Overview

The Partners Advancing Student Success (PASS) program is designed to bring business and education together in an effort to further the implementation of Arizona's Academic Workplace Skills Standards into today's educational system. Businesses report that students leaving the school today do not have the skill sets necessary to immediately support them in the workplace.

In an effort to bring business and education to a common understanding of one another's perspective of the issues and situation at hand, we are asking teachers who have an interest in participating in such a program to commit to the following time commitments (**ALL SESSIONS ARE REQUIRED**):

- 2 evenings: One for orientation scheduled for May 3, 2004, from 4:00-6:00 PM
One for program-end presentations in the fall (schedule TBD)
- Sessions as scheduled during the week of July 26th between the hours of 8:00 AM to 5:00 PM

Program Mission

Prepare students with the workplace skills needed to succeed in an ever-changing world, by providing opportunities for educators & business representatives to learn from each other.

Program Objectives

- Develop awareness of technical and other workplace skills required to be successful in varied levels in the workforce.
- Increase educators' knowledge and understanding of key issues, culture and climate in industry.
- Increase business representatives' knowledge and understanding of key issues, culture and climate in education.
- Specific Program Objectives in regard to the Arizona Workplace Skills Standards
 - To become familiar with the workplace skills standards.
 - To validate the relevancy of the Workplace Skill Standards to both curriculum and jobs.
 - To raise consciousness around calling out the workplace skills standards as academic lessons are being taught.
 - To develop action plans that utilize some or all of the Workplace Skills Standards to better prepare students for future success.

Program Benefits

- At the end, each educator who completes the program will receive (3) Professional Development credits **or** **may** be eligible for a \$250 stipend
- Enhanced partnerships between the education system and business for a stronger and better-prepared workforce.
- To have a better understanding of the connection of Academic Workplace Skill Standards to curriculum.
- Reinforcement of lifelong learning.

The Peoria Unified School District High Tech High School February 2003

I. What?

We are developing a proposal to establish a high tech high school in conjunction with WestMEC (The West Valley Regional and Technical Center), Arizona State University-West, Mid-Western University and the City of Peoria. We are also working to develop partnerships with a number of corporations in the area.

Learning Goals

The learning goal areas listed below would be embedded in the curriculum:

1. Empirical Reasoning: "How do I prove it?"
2. Quantitative Reasoning: "How do I measure, compare or represent it?"
3. Communication: "How do I take in and express ideas?"
4. Social Reasoning: "What are other people's perspectives on this?"
5. Personal Qualities: "What do I bring to this process?"

Achieving the goals of a high tech high school will require new learning paradigms such as discovery learning, self-directed learning, learning on demand, and organizational learning. In addition, new learning communities cutting across existing boundaries between schools, universities, communities, and industry and supporting horizontal and vertical integration will need to be developed.

We are discussing several possible models for high tech high school. The following are examples, with the actual focus of the school to be determined after input from the constituent groups involved in the project and approval by the Governing Board.

Focused Magnet School

Size of School

- 450 students per grade level (grades 9-12)

T-Gen Model

This model would have a curriculum aligned with that of Arizona's *Translational Genomics Research Institute*. Major courses of study would be developed in the areas of biotechnology, genetics, biomedicine, bioethics, DNA and other fields in the biosciences area. The integrated course of studies would have a strong career focus that would lead to internships for all students during their senior year. The academic program would be fully integrated with technology. Through partnerships, students would develop linkages to the university and business world that would help them meet their career goals.

Biomedical Model

This model would be similar to the one above, but would be much broader in scope. Students would have an integrated course of studies and would be involved in an internship during their senior year.

Teaching Model

This model would tie into the current Future Teachers Program that exists in the Peoria Unified School District. It would provide an integrated course of studies that could help students go into a teaching career in areas of high need, such as special education, mathematics or science. Again, students would be involved in a focused internship during their senior year and would develop linkages to ASUW that would facilitate their matriculation to the university.

Smaller Learning Communities

Size of School

Each smaller learning community would have approximately 100 students

Significant Features

1. Personalized education
2. Small schools
3. Teachers as advisors
4. Students focusing their interests
5. Learning through real application of skills
6. Diversity in the learning environment
7. Partnerships between youth and the business community that focus on youth development
8. Authentic assessment based on a demonstrated mastery of standards and application of skills
9. Rigorous academics with practical hands-on application

II. How?

Prerequisites for the success of High Tech High School:

- Strong support from the PUSD Governing Board and Superintendent
- Strong partnerships with Universities and Business Community
- Strong partnerships with WestMEC and the cities of Peoria and Glendale
- Strong commitment from a core group of current PUSD staff

III. Why?

Many educational leaders recognize that the traditional high school model is less and less effective in preparing students for life and work in the 21st Century. Our economy is now driven by information technology, biotechnology, and nanotechnology. In order to function in such an economy, students must be taught how to apply their knowledge to solve real-world problems. They must learn in an environment that will foster more inclusive frameworks for innovations in learning. This would include open approaches to knowledge creation, integration and dissemination, and technology transfer. One way to do this is to create environments where students learn through the application of skills and content that are aligned with their interests, learning style, and aptitudes. Unfortunately, most American schools are not organized for application or contextualized instruction, even though we know that when we teach students how to apply knowledge, they retain it and perform well on tests.

IV. Where?

We are currently exploring a number of options for the location of the school.

V. When?

The goal is to open a high tech high school in August 2006.



Western Maricopa Education Center, District 402
4949 West Indian School Road
Phoenix, Arizona 85031

PH: 623-873-1860
FAX: 623-873-4188

Announcement of Career & Technical Education Enhancement Grants 2005-2006

West-MEC has allocated up to \$100,000 for incentive grants to be awarded to West-MEC member districts. Each application should be directed toward planning and/or implementation of one of the following concepts in Career and Technical Education:

- **Integration of Academics and CTE:** Developing a delivery system for integration of academic competencies in CTE courses, and/or CTE competencies into academic courses.
- **Career Exploration:** Plan, develop, and or implement improvements to program/s for 7th and 8th grade students.
- **New Program:** Plan, develop, and/or implement *new* Level III career preparation programs.
- **Work Based Learning:** Develop and/or implement a delivery system for work based learning opportunities for high school students.
- **Marketing Local CTE Programs:** Develop and produce marketing materials to promote career and technical education in your community.

The application must clearly describe the goal/s, objective/s, and activities which support the outcome of the grant. Professional staff shall be identified by title and their role in the grant. A description of your requested budget is required. The application will be evaluated based on the attached evaluation instrument. A maximum of twenty points are available in each of the five categories.

Timeline:

- Applications Due to West-MEC Office: March 1, 2005 by 3:00 P.M.
- Notification to Grant Recipients: April 15, 2005
- Grant Implementation Period: May 1, 2005 – June 30, 2006
- Presentation of Grant to an Appropriate Audience &
Completion Report Due to West-MEC: August 31, 2006

Questions:

Please call James Brown at 623-512-2201 or call the West-MEC office at 623-873-1860 with your questions. We'll be happy to help you in the grant process.

West-MEC Grant Application Requirements

Member districts must provide the following information to West-MEC at 4949 West Indian School by **3:00 PM on March 1, 2005**. The information must be provided on **five (5) pages or less** including the attached cover page (the name of the school and district should only appear on the cover page). Submit **four** copies of the information. Each of the five categories will be scored at a maximum of 20 points each for a total potential of 100 points. The five categories for the project are:

1. Describe the purpose/intent of the Project.
2. What are the projected outcomes/goals to be achieved by June 30, 2006?
3. What are the projected outcomes/goals to be achieved two years after the grant?
4. Describe the qualifications of the personnel (titles only; no names) to be involved in the project.
5. Include a budget requested amount in each of the following categories and describe how the funds will be used:
 - Salaries/Stipends: \$ _____
Description to include the number of hours, hourly rate and what participants will be doing:
 - Supplies: \$ _____
Description to include what is needed and how the supplies assist in achievement of the outcomes/goals:
 - Staff Development: \$ _____
Description of the activities and how each activity will assist in achievement of the outcomes/goals:

Budget Summary:

Total budget requested:	\$ _____
Number of schools involved in the project:	# _____
Dollars requested per school:	\$ _____
Number of students directly impacted by the project:	# _____
Dollars requested per student directly impacted:	\$ _____

A presentation of the Grant to an appropriate audience and a concluding narrative report written to each of the above five categories for demonstrating achievements must be submitted to West-MEC by **August 31, 2006**.

Western Maricopa Education Center, #402
(West-MEC)
Career & Technical Education
Enhancement Grants
2005-2006

Application from:

District

School(s)

Application for the following Area:

(Check ONE only)

- ☐ Integration of Academics and CTE
- ☐ Career Exploration (Level I)
- ☐ New Program Planning
- ☐ Work Based Learning
- ☐ Marketing Local CTE Programs

Applicant:

Address: _____
City/State/Zip: _____
Phone: _____
Fax #: _____
Contact Person: _____
E-Mail Address: _____

Signatures:

Local Director

Superintendent or Assistant Superintendent

YOU CAN DO IT!

YOU CAN DO IT!

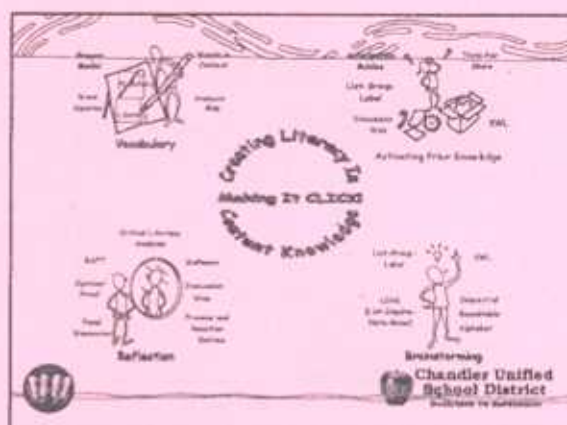
Melinda Romero Executive Director of
Staff Development and Instructional Services

Terri Wattawa Instructional Specialist

Chandler Unified School District
Envision the possibilities

- Highly versatile strategies were selected for use.
- Two district wide literacy in-services conducted
- Sites developed accountability instruments
- Developed support materials for teachers for reference purposes.

Reflection Log A	Reflection Log B
<p>Student Name: _____</p> <p>Teacher Name: _____</p> <p>Class: _____</p> <p>Unit: _____</p> <p>Lesson: _____</p> <p>What did you learn today?</p> <p>What was the most interesting thing you learned?</p> <p>What was the most difficult thing you learned?</p> <p>What was the most fun thing you learned?</p> <p>What was the most helpful thing you learned?</p> <p>What was the most useful thing you learned?</p> <p>What was the most important thing you learned?</p> <p>What was the most interesting thing you learned?</p> <p>What was the most difficult thing you learned?</p> <p>What was the most fun thing you learned?</p> <p>What was the most helpful thing you learned?</p> <p>What was the most useful thing you learned?</p> <p>What was the most important thing you learned?</p>	<p>Student Name: _____</p> <p>Teacher Name: _____</p> <p>Class: _____</p> <p>Unit: _____</p> <p>Lesson: _____</p> <p>What did you learn today?</p> <p>What was the most interesting thing you learned?</p> <p>What was the most difficult thing you learned?</p> <p>What was the most fun thing you learned?</p> <p>What was the most helpful thing you learned?</p> <p>What was the most useful thing you learned?</p> <p>What was the most important thing you learned?</p> <p>What was the most interesting thing you learned?</p> <p>What was the most difficult thing you learned?</p> <p>What was the most fun thing you learned?</p> <p>What was the most helpful thing you learned?</p> <p>What was the most useful thing you learned?</p> <p>What was the most important thing you learned?</p>




- Support materials were introduced for use throughout the year.
- Data review indicated areas of refinement and review.
- Training focus on learning specific content.
- Site based accountability measures continue.

[illegible]

Agriculture

Cycle


Used to show how a series of events interact to produce a set of results again and again. The life cycle, use of inputs and outputs, internal and external factors, etc. can be described. What are the critical events in the cycle? How are they related? In what ways are they self-reinforcing?


Chandler Unified School District
 QUALITY TO SERVE


Sequential Roundtable Alphabet

RAFT

Incorporation of vocabulary terms listed on the worksheet to enhance understanding and application of content area vocabulary.



Chandler Unified School District
 QUALITY TO SERVE

Revised Reflection Form



Chandler Unified School District
 QUALITY TO SERVE

Year Three


- ✓ Opportunities for more integration within interdisciplinary and content area teams.
- ✓ Internalization of strategies and philosophies related to content area literacy for the enhancement of all students


Chandler Unified School District
 QUALITY TO SERVE

Chandler Unified School District




Melinda Romero Executive Director of
Staff Development and Instructional Services




Terri Wattawa Instructional Specialist

Rationale for CLICK



- ✓ Literacy has been identified as a priority area by the district and school board
- ✓ Research-based decision making indicates that content area reading is a necessary area of focus for all secondary educators
- ✓ Addresses state and national content standards



Chandler Unified
School District
Education for All

Needs Assessment


- ✓ Data Driven – AIMS, District Benchmarks
- ✓ Brainstorm by Secondary Principals with Staff Development Director
- ✓ Identified Master Teachers in Content Areas
 - Vocational Education - Technology
 - Fine Arts - Science
 - English - Social Studies



Chandler Unified
School District
Education for All


Forming CLICK

- ✓ Each participating school has at least two to six CLICK trainers at each site to serve as a resource
- ✓ CLICK trainers provide training to content area teachers district wide
- ✓ Implementation of training is monitored
- ✓ Data is collected throughout the year for evaluation and refinement of program.



Chandler Unified
School District
Education for All


CLICK's Core Philosophy



- ✓ All teachers must connect literacy in their classrooms
- ✓ Promote research based literacy strategies
- ✓ Provide continuity among strategies

AND

- ✓ Develop common approach




Chandler Unified
School District
Education for All

Implementing CLICK

Four Year Plan was developed by the council

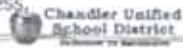
- ✓ Year One
 - Orientation
- ✓ Year Two
 - Application
- ✓ Year Three
 - Integration
- ✓ Year Four
 - Continue Implementation and Adding Skills



Chandler Unified
School District
Education for All

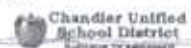
How well did CLICK click?

- Some teachers voiced concerns that they were NOT reading teachers
- Professional development delivered in such a way to demonstrate that reading strategies are an inherent and vital part of the learning process



How well did CLICK click?

- Teachers overused some strategies
- Reflection logs were vague
- Lesser known strategies were reviewed and revisited
- Standardized reflection log was developed and teachers were asked for student work samples.



How well did CLICK click?

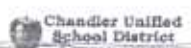
- Some teachers had sporadic implementation
- Some teachers used literacy strategies ineffectively or incorrectly
- Provided collaboration opportunities in district wide in-services and on site workshops
- Used student data to foster discussion and thought regarding effective use of strategies



Final Thought

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."

- Margaret Mead



Sequential Roundtable Alphabet

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		

Classroom Strategies for Interactive Learning, 2nd Ed., by Doug Buehl ©2001. New

Word Squares

Vocabulary Word	Example
One or two word definition of the word	Pictorial representation



Join us to learn about...

New! Century 21 Accounting 8th Edition—For more than 100 years, millions have relied upon the solid strength of South-Western and the ground-breaking innovations of *Century 21 Accounting* to ensure unmatched accounting success. Can be used with your current *Automated Accounting 8.0* software!

New! Century 21 Computer Applications and Keyboarding 8th Edition—The best in keyboarding education from the proven keyboarding leader. This latest edition helps you prepare students for a lifetime of keyboarding success with solutions for a new decade of business challenges, a century of innovation.

New Business titles—New products to enhance your business program—*Sports and Entertainment Marketing/Management, Banking Systems, Financial Math Review, Graphic Design, Simulations*, and more!

Product Updates—Update of the classics—*MicroType Pro, Intro to Business, Personal Finance, Entrepreneurship, Business Law, Business Math, Marketing*, and more!

Technology education—Are you making the move?

- Microsoft Office 2003
- ed2go—Learning Online on Your Own Time
- IC3 Certification
- Microsoft Office Specialist (MOS)
- Web Development Macromedia and other Trends in Technology

Discover A Century of Innovation

Ideas and Teaching Aids for
Today and Tomorrow in
Business and Technology
Education
from South-Western
and Course Technology

Presented by
Fran Weaver
Steve Theobald
John Larkin

THOMSON



PROGRAM

3:00 - 4:00 Registration, Exhibit, and Refreshments

4:00 - 5:00 *What's New from South-Western in Business Education for High Schools*
Presented by:
Steve Theobald,
National Consultant,
South-Western,
a Thomson company

5:00 - 5:10 Break

5:10 - 6:10 *What's New from Course Technology in Computer Education for High Schools*
Presented by:
Fran Weaver,
Educational Technology Consultant,
Course Technology,
a Thomson company

6:10 - 6:30 Awarding of Door Prizes including iPods
(You must be present to win.)

This workshop is offered *free of charge* as a service to all business, technology, and vocational educators!

DATES/LOCATIONS

March 2, 2005 ♦ Fiesta Inn Resort
2100 South Priest Drive
Tempe, AZ 85282

Directions: From Sky Harbor Airport, follow the signs to the 202 EAST EXIT. Exit at Priest Drive (where the airport exit merges with the 202 highway). Turn right (south) at Priest Drive and drive two miles to Broadway Road. The Fiesta Inn Resort is located on the southwest corner of Priest and Broadway and the entrance is on your right after the intersection.

March 3, 2005 ♦ Sheraton Crescent Hotel
2620 West Dunlap Avenue
Phoenix, AZ

Directions: From Phoenix Sky Harbor International Airport take Interstate 10 North, which will turn westward. Follow till you come to Interstate 17 North and travel approximately 07 miles. Take the Dunlap Avenue exit. The hotel is on the northeast corner of the intersection.

March 17, 2005 ♦ Tucson Marriott University Park
880 E Second Street
Tucson, AZ

Directions: From Tucson International Airport go North on Tucson Blvd. (1 mile). Left onto Valencia. One block to Campbell Ave., turn right. Eight miles to Broadway Ave., turn left. Two miles to Euclid, turn right. North one mile to 2nd St., turn right.

REGISTRATION

To register, please complete and return the Registration Form by **February 23, 2005** to:

Jill Schleibaum
Thomson
5191 Natrop Blvd.
Mason, OH 45040
Fax: 800-453-7882

Email: jill.schleibaum@thomson.com

REGISTRATION FORM

Name(s) _____

School Name _____

School Address _____

City/State/ZIP _____

School Phone _____

E-mail Address _____

Please Indicate Location Attending

☐ Tempe ☐ Phoenix ☐ Tucson

Arizona School Counselors Academy

June 8-11, 2005

Omni National Golf Resort & Spa

Tucson, Arizona

Presenters will include National Leaders in Career Planning and School Counseling

- Norm Gysbers** Principal author of the "ASCA Model of Comprehensive School Counseling", Recipient of 2004 ASCA Life-Time Achievement Award
- Curly & Sharon Johnson** Authors of "Results-Based" Comprehensive School Counseling. Curly is one of the recipients of 2004 ASCA Life-Time Achievement Award

Keynote Speaker:
June 8, 2005
2:00 P.M.

- Michael Blake** Author of Oscar Award Winning Dances With Wolves and recently published sequel The Holy Road will speak on "Diversity As A Strength and The Power of Positive Working Relationships"

Registration Fees:

- | | |
|--------------|---|
| \$670 | 3 nights single room lodging (based on availability) will include Academy Registration, materials, and meals |
| \$510 | 3 nights shared lodging will include Academy Registration, materials, and meals |
| \$385 | Non-Lodging Option includes Academy Registration, materials, and meals |

Questions Regarding Academy
Registration

University of Arizona
College of Education
Educational Psychology
Attn: Ross Hendricks
P O Box 210069
Tucson, AZ 85721-0069
Phone: 520-626-1019
Fax: 520-621-2909
Email: rhh@email.arizona.edu

Registration Brochures Will Be Mailed the 2nd
week of March 2005

ACOVA SURVEY--January 2005
Teacher Shortages and District Concerns Relating to Participation In CTE Programs

1. Please identify your school district by type. ☐ Urban ☐ Suburban ☐ Rural
If you would like to share your district's name, please do so. This survey is for statistical purposes only. _____

2. Our District filled Career and Technical Education teaching positions in the following areas for the current 2004-05 school year:

<input type="checkbox"/> Agriculture	<input type="checkbox"/> Health Occupations
<input type="checkbox"/> Business	<input type="checkbox"/> Technology
<input type="checkbox"/> Marketing	<input type="checkbox"/> Trade and Industrial
<input type="checkbox"/> Family and Consumer Sciences	

3. Our District was/is unable to fill Career and Technical Education teaching positions in the following areas for the current 2004-05 school year:

<input type="checkbox"/> Agriculture	<input type="checkbox"/> Health Occupations
<input type="checkbox"/> Business	<input type="checkbox"/> Technology
<input type="checkbox"/> Marketing	<input type="checkbox"/> Trade and Industrial
<input type="checkbox"/> Family and Consumer Sciences	

4. Our District is projecting vacancies in Career and Technical Education teaching positions in the following areas for the 2005-06 school year:

<input type="checkbox"/> Agriculture	<input type="checkbox"/> Health Occupations
<input type="checkbox"/> Business	<input type="checkbox"/> Technology
<input type="checkbox"/> Marketing	<input type="checkbox"/> Trade and Industrial
<input type="checkbox"/> Family and Consumer Sciences	

5. For the next five years, our district will be projecting _____ openings for CTE teachers.

6. Do you believe there is a current shortage in qualified CTE teachers?

Yes ☐ No ☐ In what area(s)? _____

7. Our District has closed programs in the last three years because of a lack of teachers.

Yes ☐ No ☐ What area(s)? _____

8. Our District would consider re-opening closed programs if teachers were available.

Yes ☐ No ☐ If yes, which programs? _____

9. Have you lost teachers to industry over the past five years?

Yes ☐ No ☐ Don't know ☐ If so, what has been the cause? _____

10. Where are you currently recruiting teachers?
- ☐ In State University Education Preparation Programs
 - ☐ Out of State University Education Preparation Programs
 - ☐ Out of State Teachers moving to Arizona
 - ☐ Industry, workers wanting a change
 - ☐ Military
 - ☐ Other _____
11. What are the barriers to recruiting teachers into education?
- ☐ Salaries
 - ☐ Certification process
 - ☐ Bureaucratic requirements on classroom teachers
 - ☐ Other _____
12. What changes would you recommend to streamline the certification process? _____
13. How would you rate the state university teacher preparation programs?
- (circle one) 1 2 3 4 5
- Poor Average Terrific
14. What changes would you like to see in the universities' teacher preparation programs to better meet your district's needs? _____
15. Do reporting requirements (i.e. performance measures, etc.) inhibit your district's participation in CTE programs?
- Yes _____ No _____ If yes, how? _____
16. Are the AIMS testing results impacting your district's enrollment in CTE programs?
- Yes _____ No _____ If yes, how? _____
17. Are funding issues inhibiting your district from opening/reopening/expanding programs?
- Yes _____ No _____ How? _____
18. Are enrollments in other electives being effected by your students' AIMS performance?
- Yes _____ No _____ If yes, how? _____
19. Approximately how many students were affected? _____
20. Please describe other issues not previously addressed: _____



<http://webct.nau.edu>

Coming soon
to your
computer!

ARIZONA NONTRAD 101

Sponsored by

The Arizona Department of Education

In collaboration with

P.H.A.S.E.

(Project for Homemakers in AZ Seeking Employment) &

A.H.R.R.C/Northern AZ University

(AZ Hospitality Research & Resource Center)

THIS INNOVATIVE, ON-LINE COURSE IS A STATEWIDE COLLABORATION THAT:

- **Fulfills Your Nontrad Grant Requirements**
- **Professional Development Certificate Upon Completion**

Discussion
Boards

White
Boards

Guest
Boards

Chat
Rooms

AVAILABLE
SPRING
2005



The 2005 Customer Satisfaction Survey

The Career and Technical Education Division of the Arizona Department of Education annually surveys the administrators and teachers who use the products and services provided by the Division and who work closely with the Division's staff.

These surveys have become a tool for learning about your satisfaction with the delivery of products and services and the Division's success in meeting the expectations of Arizona's Career and Technical Education customers.

In March, Career and Technical Education Directors, Teachers, and CTSO Teacher/Advisors will be sent an email with a link to the **2005 Customer Satisfaction Survey**, along with instructions on how to complete and return the survey.

DON'T FORGET! IN MARCH
LOOK FOR AN EMAIL IDENTIFIED AS
THE 2005 CUSTOMER SATISFACTION SURVEY.
PLEASE ALERT YOUR TEACHERS TO DO THE SAME.

Your opinions are important in the establishment of priorities, goals, and standards that affect all of Arizona's Career and Technical Education professionals and the students they serve. We appreciate your attention to the Customer Satisfaction Survey.



Arizona Department of Education

Tom Horne, Superintendent of Public Instruction

Educational Services
& Resources Division

February 2005
Issue 6

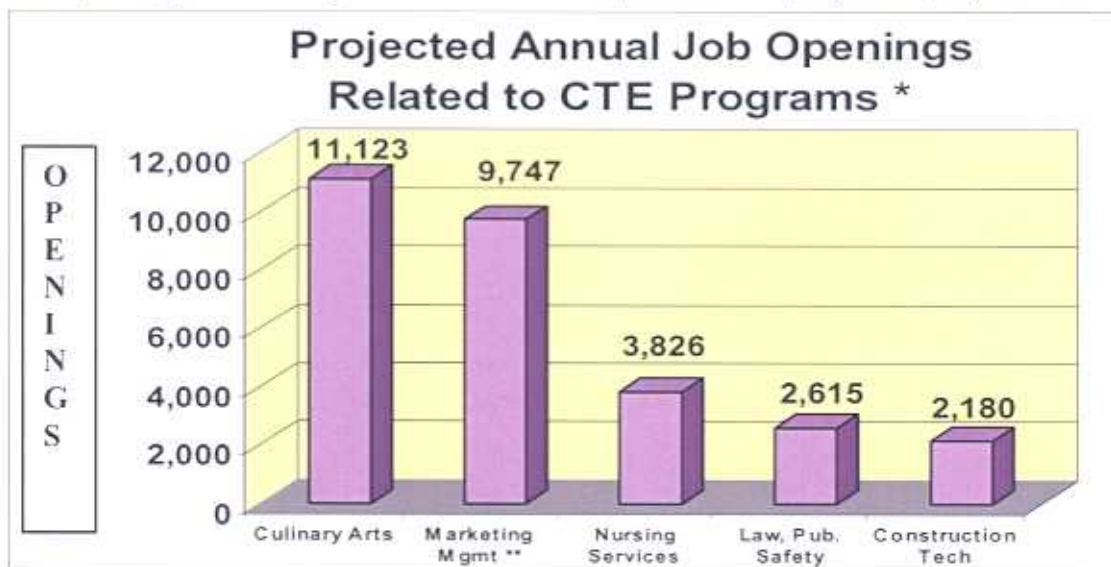
CTE FACTS

CTE FACTS is published monthly during the school year and highlights informative educational statistics related to Career and Technical Education (CTE). The focus this school year is on Arizona CTE Core Values. This month's Core Value is:

Preparing students for high wage/high demand occupations and career pathways to enhance the competitive edge and economic development of Arizona.

CTE Leads to High Wage/High Demand Occupations

The mission of CTE is to prepare Arizona students for workplace success. Some of that success is found in finding a career that's in high demand and pays a good wage. The Career and Technical Education unit uses labor market information from the Arizona Department of Economic Security, in cooperation with the U.S. Department of Labor, to determine the ranking of its CTE programs. By use of a formula which weighs the number of openings, wage, academic and technical skill required for a program, a determination is made as to those programs that are in high demand in Arizona. Here are the top five CTE programs having the most annual openings according to 2003-2013 occupational employment projections:



*Source: Arizona Department of Economic Security, Research Administration, in cooperation with the U.S. Department of Labor, Bureau of Labor Statistics.

** Marketing, Management and Entrepreneurship.

Many of these opportunities prepare students for careers in higher paying fields. As an example, within the Culinary Arts program, the following occupational titles exist: Food Service Manager, Chefs/Head Cooks and Managers of Food. Within the Marketing, Management and Entrepreneurship program, the following occupational titles exist: Sales Engineers, Sales Representatives, Travel Agents, Salespersons, Retail Managers and Convention Planners.

Each occupation has a particular degree of preparation needed to fulfill the responsibility of the job. Normally, there is a direct correlation between the amount of education preparation and higher wage.

In a related matter, the U.S. Department of Education released last summer a National Assessment of Vocational Education report on the status of CTE. Some of the following findings pertain to the earnings gains achieved by CTE students:

- Taking four high school CTE credits increases a student's average earnings by \$1,200 immediately after graduation and by \$1,800 seven years later.¹
- A single year of postsecondary career and technical education study "brought five to eight percent more earnings to postsecondary CTE students than to high school graduates with similar characteristics".²
- "Seven years after graduation (high school), students earned almost 2 percent more for each extra high school occupational course they took. That translates into about \$450 per course, based on average earnings of \$24,000;..."¹

FAST FACTS...

Here are some other facts regarding high wage occupations that students can enter after completing high school and college CTE related programs.....

- "With a Cisco networking associate certification you can come out of school making about \$50,000 a year. If you have no hands-on experience you can make about \$40,000."³
- Computer Science graduates are offered an average starting wage of \$49,055; Management Info. Systems majors average \$43,953; programmers at \$44,644; private accountants average \$34,616; entry-level management \$33,494; and sales \$33,143.⁴

¹ U.S. Dept. of Education Office of the Under Secretary, Policy and Program Studies Service, *National Assessment of Vocational Education: Final Report to Congress*, Washington, D.C., 2004.

² "Department of Education Releases NAVE Report," *Rev. of National Assessment of Vocational Education: Final Report to Congress* by Techniques Magazine, Sept. 2004.

³ Williams, Claudine. "Leaving School Early." *MSN Careers*, 1 Aug. 2001.

⁴ Bialik, Carl. "New Graduate Salaries." *MSN Careers*, 1 Aug. 2001.

CTE Vision: Ensure a dynamic workforce by fully developing every student's career and academic potential.

CTE Mission: Prepare Arizona students for workplace success and continuous learning.

The contents of this publication were partially developed with funds allocated by the U.S. Department of Education under The Carl D. Perkins Vocational and Technical Education Act of 1998 P.L. 105-332. These contents do not necessarily represent the policy of the agency, nor should endorsement by the federal government be assumed.

The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, color, national origin, sex, disability, religion, sexual orientation or age in its programs, activities or in its hiring and employment practices.

The following division has been designated to handle inquiries regarding the non-discrimination policies: Administrative Services, 1535 W. Jefferson, Phoenix, AZ 85007 Phone: (602) 542-3186, Fax: (602) 542-3073.

Tom Bartz
(602) 542-7856
tbartz@ade.az.gov



The 2005 Customer Satisfaction Survey

The Career and Technical Education Division of the Arizona Department of Education annually surveys the administrators and teachers who use the products and services provided by the Division and who work closely with the Division's staff.

These surveys have become a tool for learning about your satisfaction with the delivery of products and services and the Division's success in meeting the expectations of Arizona's Career and Technical Education customers.

In March, Career and Technical Education Directors, Teachers, and CTSO Teacher/Advisors will be sent an email with a link to the **2005 Customer Satisfaction Survey**, along with instructions on how to complete and return the survey.

**DON'T FORGET! IN MARCH
LOOK FOR AN EMAIL IDENTIFIED AS
THE 2005 CUSTOMER SATISFACTION SURVEY.
PLEASE ALERT YOUR TEACHERS TO DO THE SAME.**

Your opinions are important in the establishment of priorities, goals, and standards that affect all of Arizona's Career and Technical Education professionals and the students they serve. We appreciate your attention to the Customer Satisfaction Survey.

2005 Performance Measures Reporting February 2005

Today's Topics

- 2005 Performance Measures Reporting
 - SAIS Requirement for 2005
 - New Placement Field
- On-Line
 - Fed/State Indicator Problems Fixed
- AIMS Data Quality Update
- 2005 Backup Access System
- SAIS List of W3, W4, W5 codes
- Submit Electronic Files Early
- Learn to "Press the Button"



New in 2005

2005 Secondary CTE Concentrator Report

SAIS ID number is a required field on the Concentrator record.

Student Background	Gender
Race	Student ID#
Placement	SAIS ID#

SAIS ID#

Please tell your MIS or IT or other data personnel of this change soon.

Change in Placement Record

"Leaver Code"
(Reason for Leaving School) is now listed below "Contact Type"

- Copied from 2004 reported concentrator information
- Must be included for new records entered in 2005

2005 Secondary CTE Placement Report	
Leaver Code	Graduated

AIMS Data Quality

What We've Learned



Matching Not Possible

2005 Secondary CTE Concentrator Report
--

- Liza M. Brown
- 14 July 1986

AIMS Score
Meets Standard

- Elizabeth Brown
- 14 July 1984

Current Match Process

2005 Secondary CTE Concentrator Report
--

- Liza Brown
- 14 July 1986

AIMS Score
Meets Standard

AIMS Score
Meets Standard

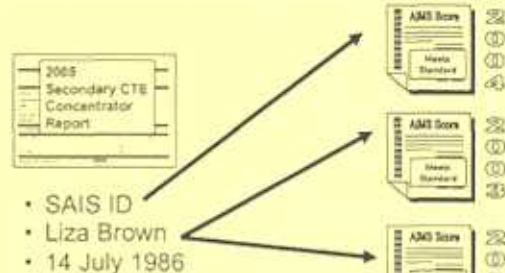
AIMS Score
Meets Standard

2005 Performance Measures Reporting February 2005

AIMS Answer Sheets

- Spring 2004 is the first time the SAIS ID is included on AIMS answer sheets.
- In 2005, CTE will match on SAIS ID first wherever possible.
- Where matching on SAIS ID is not possible, CTE will continue to match on Last Name + First Name + Birth Date.

New Match Process



When SAIS Birth Dates Are Wrong

- A student's date of birth (DOB) is entered into the SAIS system by the district as either enrollment or student personal information.
- Districts receive an error report after the data is uploaded to SAIS.
- Uncorrected errors impact the ability to match CTE concentrator names with AIMS.

When AIMS Birth Dates Are Wrong

- AIMS answer sheets will default to SAIS ID when the 2004 AIMS test information is different.
- Prior to 2004, student name, birth date, etc. could be missing or invalid on answer sheets.
- Districts receive an AIMS error report after the data is uploaded.
- Uncorrected errors impact the ability to match CTE concentrator names with AIMS when the students' AIMS scores are dated before 2004.

CTE Improvement Strategies

- In 2005, CTE will match on SAIS ID first wherever possible.
- CTE hopes to supply local districts with a list of AIMS student data errors that still exist for student names, birth dates etc.
- Correcting these AIMS student data errors on pre-2004 AIMS records may increase CTE's ability to match your 2005 concentrators with their passing AIMS results.

CTE Improvement Strategies

- Within the 2005 CTE on-line system
 - an invalid or missing birth date will not load into the concentrator record.
 - an invalid or missing SAIS ID will not load into the concentrator record.
- Districts that submit by text file will be notified of invalid or missing birth date and/or SAIS information once data is uploaded.
- CTE will compare the concentrator SAIS ID and DOB with the SAIS information on file and notify districts when they do not match.

2005 Performance Measures Reporting February 2005

Emergency Backup Disk



- Your annual self-contained emergency back-up reporting system is available today.
- Other helpful hints on page 8
 - Alternate web/internet access station
 - Start early in the event there are problems
 - Try using the emergency back-up to learn how it works



Federal or State Record?



Only one federal record can exist.

Federal State Record Indicator



State



Federal or State Record?



Any other records for that student are state records.

Federal State Record Indicator



State

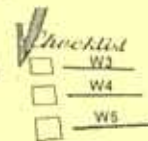


SAIS Withdrawal Lists

CTE is working with the SAIS system data to provide local districts with a complete list of all codes entered this year for

- W3 (Expelled/Suspended)
- W4 (Absence or Status Unknown)
- W5 (Drop Out)

These are potential 2005 concentrators to report this year.



There is a letter...

- For those districts that submitted text files last year
- Explains what Donna Kerwin needs from you this year
- *Guidelines, page 7*



Zero Reports

Remembering to "Press the Button"



2005 Performance Measures Reporting February 2005

Zero Concentrators?

2005 Secondary CTE Program Concentrator Report

☐ Exclude only students with disabled

Check this box to exclude students and marked (not graduated yet) in this list. For checking this box will exclude all 2005 Placements students from this list.
All students have been added by Last Name (within their program). To get by Program list and then Last Name within their program, click on the highlighted Program link, next to First Name.

When you are done entering all students,
Click Here When Finished

Finish

Zero Placements?

2004 Graduate Placement Survey Forms

To complete Placement Information, click on link to the appropriate Student Name.
Click here to find or complete Placement Information for a student if it does not appear in the listing.
When the Placement information is complete, the current data will appear in the updated list.

When you are done entering all students,
Click Here When Finished

Finish

List of Missing Programs

2005 Placements/Zero Placements are missing for the following programs:

Sample High School	
Program ID#	Program Description
620000	Business Mgmt & Admin Services
600400	Construction Technologies
120000	Culinary Arts
100000	Graphic Communications
100000	Radio/Television Technology

2004 County Enrollment was received by CTE for the programs listed above.
Please click on Next and enter all 2005 Placements and up
2005 Zero Placements for these programs.

Report on

Nothing Missing?

2005 Concentrators:

Your Concentrator Report data entry is complete.
An e-mail has been sent to Career and Technical Education at STWDataCenter@ade.az.gov regarding the completion of your 2005 Secondary CTE Program Concentrator Reports.

Please Remember...

When you are done entering all students,
Click Here When Finished:

Finish

Press the button.

Grand Opening

2005
Performance Measures
on-line system
is expected to be open
March 1 2005.



Arizona Department of Education
Tom Horne, Superintendent of Public Instruction



Arizona Career and Technical Education Strategic Goals

Goal 1 Develop and implement vision and mission for Career and Technical Education

Objective 1.1 Beginning school year 2004-2005, use vision and mission consistently in all communications

Objective 1.2 Beginning school year 2004-2005 disseminate the first component of the marketing and communication plan

Objective 1.3 Beginning school year 2004-2005, disseminate widely to all stakeholder groups

Approved by the CTE Advisory Committee
to the State Board of Education
October 15, 2003

Goal 2 Implement a new delivery system for Career and Technical Education reflecting commitment to rigor and relevance

Objective 2.1 By school year 2007-2008, implement a comprehensive career development system that includes career awareness in grades K-6, career exploration in grades 7-9 and career preparation in grade 10-12, leading to successful career management.

Objective 2.2 By school year 2007-2008, develop a Career and Technical Education delivery system that allows flexibility 1) to offer multiple exit points when each exit point leads to workplace skill standards or a job; 2) for districts to determine how to sequence courses that deliver the industry validated state program competencies; and 3) to create Career and Technical Education classes that are eligible for weighted credit e.g. advanced placement course weight.

Objective 2.3 By school year 2007-2008, create quality options to initiate a Career and Technical Education delivery system requiring significant rigor and relevance as measured by CTE concentrators passing state identified technical assessments or alternative until such time as technical assessments are available in a single program area.

Approved by the CTE Advisory Committee
to the State Board of Education
January 14, 2005

Goal 3 Institute a system of technical assessments for Career and Technical Education

Objective 3.1 By school year 2007-2008, provide flexibility in choosing assessment options for all Career and Technical Education programs by endorsing state industry-validated written and/or performance assessments.

Objective 3.2 Annually, seek financial support for implementation of technical assessments.

Objective 3.3 By school year 2007-2008, provide pre-service and in-service training to Career and Technical Education teachers and administrators to implement technical assessments.

Approved by the CTE Advisory Committee
to the State Board of Education
July 19, 2004



Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

Arizona Career and Technical Education (CTE) Delivery System

Vision: Ensure a dynamic workforce by fully developing every student's career and academic potential.

Mission: Prepare Arizona students for workforce success and continuous learning.

Career Management

Students will manage their careers for workforce success by:

- › Transitioning to higher education
- › Utilizing labor market information for career selection
- › Obtaining postsecondary occupational certificates and degrees
- › Completing on-the-job-training
- › Updating technical skills

Career Preparation Grades 10 through 12*

Students will have an opportunity to prepare for careers by:

- › Enrolling in CTE programs reflecting current labor market projections in Arizona
- › Achieving academic standards including reading, writing, math and science embedded in CTE programs
- › Attaining industry-validated competencies
- › Completing technical assessment options identified for CTE programs
- › Enrolling in CTE programs with curricular flow articulation to postsecondary

* Some 9th grade Career Exploration may include Career Preparation when the curriculum is designed to be delivered in grades 9 through 12.

Career Exploration Grades 7 through 9

Students will explore careers and attain academic and technical skills in the following foundational areas**:

- › Academic foundations*
- › Communications
- › Problem solving and critical thinking
- › Information technology
- › Organizational systems
- › Safety, health and environment
- › Leadership and teamwork
- › Ethics and legal responsibilities
- › Employability and career development
- › Technical foundations

** Career Clusters on the web at <http://www.careerclusters.org/16clusters.htm>

Career Awareness Kindergarten through Grade 6

Students will demonstrate proficiency at appropriate levels in the Arizona Workplace Standards***:

- › Communication skills
- › Computation skills and data analysis techniques
- › Critical and creative thinking skills
- › Teamwork skills
- › Marketable skills development
- › Social, organizational and technological systems
- › Technological literacy
- › Personal and professional resource management

*** Arizona Workplace Standards on the web at <http://www.ade.az.gov/standards/workplace/default.asp>



Timeline for Transition and Implementation of New CTE Delivery System

1. SY 2003 – 2004 conduct public input meetings on transition to new delivery system.
2. SY 2004 – 2005 finalize recommendations and strategic goals for State Board of Education approval.
3. December 2004 fund curriculum project for Career Exploration. Complete in June for dissemination at Summer Conference 2005 and SY 2005 – 2006.
4. April 2005 distribute updated Handbook to continue existing Levels of CTE Model.
5. April 2005 approve curriculum project for Program Preparation that will combine Level II and Level III competencies. Curriculum to be completed April 2006 for dissemination at Summer Conference and SY 2006 – 2007.
6. SY 2005 – 2006 and SY 2006 – 2007 utilize 2005 Handbook to report enrollment.
7. April 2007 distribute updated Handbook for new CTE Delivery System for implementation in SY 2007 – 2008. Some districts may require additional time to implement pending their curriculum approval process.

Comparison of Current CTE Model vs. Proposed CTE Delivery System

Statewide Funding Totals

Figures Taken from VOCL 51

2003-04 Enrollment Figures Used for FY05 Funding

Current CTE Model funds grades 11th and 12th in Level III Courses		
\$\$ Allocated to FY05 Enrollment Funding	\$6,863,000.45	
Total Eligible Weighted Student Count for Funding	58,688.22	
Amount Funded per Student FY05	\$116.94	

(using 2003-2004 enrollment)			
	Level II	Level III	Total Fundable Weighted Count
Eligible Weight for Funding	0	58,688.22	58,688.22
Amount Funded per Student	\$0.00	\$116.94	\$116.94
Funding	\$0.00	\$6,863,000.45	\$6,863,000.45

Proposed CTE Delivery System funds grades 11th and 12th in Career Preparation Courses		
Est. \$\$ Allocated to FY05 Enrollment Funding	\$6,862,622.31	
Total Eligible Weighted Student Count for Funding	80,471.65	
Amount Funded per Student FY05	\$85.28	

(using 2003-2004 enrollment)		
	11th & 12th Grade Students in Career Preparation Courses	Total Fundable Weighted Count
Eligible Weight for Funding*	21,783.43	58,688.22
Amount Funded per Student	\$85.28	\$85.28
Funding	\$1,857,690.91	\$5,004,931.40
		\$6,862,622.31

* 11th and 12th grade students who would be eligible for funding under the Proposed Delivery System who do not generate funding under the Current Model.

Arizona High School Renewal and Improvement Initiative

A Report of the Regional Focus Groups on High School Renewal



Executive Summary
January 2005

The Report of the Regional Focus Groups on High School Renewal was written by Circe Stumbo and edited by James Poolos of West Wind Enterprises. Sara Strain provided research assistance related to the focus group data and quotations.

The report was written under contract with the Arizona Department of Education. The Regional Focus Groups on High School Renewal were funded by WestEd and the Arizona Department of Education. The Arizona Department of Education utilized a grant from the U.S. Department of Education's Preparing America's Future: The High School Initiative line of credit to support the focus groups and this report. The findings in this report do not necessarily represent the views of the Arizona Department of Education, WestEd, or the U.S. Department of Education. The report also does not necessarily represent the views of individual focus group participants.

Authors of the report may be contacted via email at:
circe@west-wind.biz

Executive Summary

Written by Circe Stumbo

Edited by James Poolos

Arizona is poised to usher in exciting renewal activities in its high schools, which will help to ensure all students in Arizona achieve to high levels and graduate from high school ready for college, work, and success in life. A broad cross-section of school, community, and governmental leaders are looking at the performance of Arizona's high school students and are studying ways to improve the missions, organization, and results of Arizona's high schools.

There are many reasons why Arizonans believe high school renewal so critical. Most significant are hopes that more and more of Arizona's high school students will ultimately graduate and that they will graduate proficient in Arizona's content and performance standards. Only 76.4% of students starting high school in the fall of 1998 graduated by spring 2003. 33.6% of Arizona's Hispanic students in that cohort did not graduate in five years, 37% of Native American students did not graduate; and 29.8% African American did not graduate in five years. Further, there is not general consensus that each of those students who did graduate was well prepared for a competitive economy or post-secondary education.

In an effort to ensure all of Arizona's high school students achieve to the standards, the Arizona State Legislature recently authorized an assessment and accountability system, which requires all students to pass Arizona's Instrument for Measuring the Standards, or the AIMS test, in order to graduate. The class of 2006 is the first class that will be required to pass AIMS to graduate. In the spring 2004 administration (the first opportunity the class of 2006 had to take the test, which was when they were sophomores), 59% of that class who took AIMS without accommodations passed the reading portion, 62% passed the writing portion, and 39% passed the mathematics portion of the AIMS assessment. In the fall 2004

administration, students were retested in areas where they underperformed. 36% of the class who took the reading "retest" passed, 46% of 11th graders who took the writing retest passed, and 22% of the class who took the mathematics retest passed.

Statewide concern that all students ultimately pass the AIMS test by 2006 is creating conditions for real renewal to occur in Arizona's high schools. Arizonans across the board are eager to change—and they are ready for a legitimate group of stakeholders to provide leadership in identifying strategies for renewal that schools, school districts, and communities can join together to undertake.

To help provide that leadership, the Arizona Department of Education convened a statewide team to study the high school context in Arizona and to develop action plans for high school renewal. After their first full meeting in the summer of 2004, the State Team determined they needed to conduct a needs assessment of stakeholders from across the state in order to determine the unique Arizona context for improving high school. In response, the Arizona Department of Education and WestEd joined to organize four Regional Focus Groups on High School Renewal. The Focus Groups were held October 14 in Yuma, October 15 in Tucson, October 18 in Flagstaff, and October 19 in Phoenix. The Focus Groups were convened to advise the Arizona High School Renewal and Improvement Initiative State Team on a number of key topics:

- what matters most to the many diverse stakeholders unique to Arizona;
- what are the expectations for student performance within the schools and the broader community;
- what students need in order to be successful in high school;
- what ideas for renewal hold promise or are at peril; and
- how ready the schools and communities are to take on high school renewal initiatives.

One hundred and eleven stakeholders took part in the focus groups, representing a diverse array of interests, including those of students, parents, teachers, principals, administrators, elected officials, business and industry, higher education, and middle level education; charter schools, alternative schools, and regular comprehensive high schools; and urban, suburban, and rural schools. These stakeholders joined together to advise the AZHSRI State Team on the development and implementation of an action plan for high school renewal.

Recommendations

Following are key recommendations based on analysis of the Focus Group results. It is important to note that focus group participants did not vote on recommendations for the State Team; instead, the following recommendations are offered by the researchers, based on the themes and comments that emerged out of all of the focus group sessions. The full report, which contains detailed listings of the comments made, can be accessed at www.ade.state.az.us/asd/AZHSRI/default.asp.

Outline of Recommendations to the Arizona High School Renewal and Improvement Initiative State Team

January 2005

I. Clearly and Convincingly Justify High School Renewal

- A. Define Arizona's expectations for high school students in a clear, concrete vision statement
- B. Include in the vision statement the expectations Arizona has for its high school graduates, including proficiency in core content areas, the arts, and citizenship; preparation for the workforce, higher education, and life in general; and the ability and desire to engage in lifelong learning
- C. Develop action plans with short-term "quick wins," medium-term actions, and long-term changes
- D. Identify and include in the action plans resources for high school renewal, including partnerships and opportunities for collaboration with stakeholders and allies
- E. Identify and include in the action plans messages that motivate the public and make the case for renewal
- F. Present the vision and action plans in a continuous improvement mode

II. Ensure All Students Have Access to a Rigorous, Relevant, Comprehensive Curriculum

- A. Ensure the curriculum is well-rounded—and rigorous
- B. Learn from, encourage, and expand Career and Technical Education
- C. Recognize and address the importance of student motivation

III. Improve Instruction

- A. Improve teacher preparation
- B. Improve teacher professional development
- C. Use knowledge about adolescent development in instructional strategies and plans for school organization
- D. Change the professional culture of school communities

IV. Reduce the Number of Students Who Drop Out Early

V. Diagnose Potential Resistance to Change and Address as Required

VI. Ensure AIMS is a Sustainable Instrument for Improvement

- A. Continuously inform the public about AIMS
- B. Analyze AIMS results and publicize findings
- C. Help students to pass AIMS

Use of the Recommendations

These recommendations were prepared for the Arizona High School Renewal and Improvement Initiative State Team as they develop their action plans to support high school renewal. It is important to note that the recommendations, as well as the supporting data, are the result of specific inquiries targeted to a small sample of public education stakeholders in the state of Arizona. Thus, though they are of great utility, they are limited in that they do not account for concerns and potential solutions that may not have fit within the framework of the focus group format. While focus group participants were given numerous opportunities to provide comments in different formats (large- and small-group discussions, written feedback forms, and post-focus group correspondence), time and the questions themselves necessarily limit the range of responses provided by participants. In addition, focus groups were comprised of fewer than forty participants per site. This provided each participant ample opportunity to engage in the conversations, but the focus group format does not lend itself to findings that are generalizable to the full population of stakeholders in Arizona. Participants' responses also reflect and are limited to their respective areas of expertise as they attempt to address direct questions.

Therefore, it is best to use these types of data and consequent recommendations as a foundation for action planning and as direction for further study, including the research of best practices and lessons learned in other fields. Going forward, the AZHSRI State Team and other supporters of education in Arizona should not be limited to the results of these focus groups alone, but should use these results creatively to forecast, strategize, and customize partnerships and action plans.

Endnotes

¹ Arizona Department of Education, *Graduation Rate Study, 4 and 5 Year Cohort Class of 2002*, <http://www.ade.az.gov/ResearchPolicy/grad/20025yrGradReport.pdf>, accessed October 2004.

² Arizona Department of Education, *AIMS Report Wizard*, <http://www.ade.az.gov/profile/publicview/>, accessed October 2004.

³ Arizona Department of Education, *AIMS Report Wizard*, <http://www.ade.state.az.us/profile/publicview/>, accessed January 2005.